

TAYLORS ELEMENTARY

809 Reid School Rd.

Taylors, SC 29687

GRADES K-5 Elementary School

ENROLLMENT 670 Students

PRINCIPAL Vaughan E. Overman 864-292-7655

SUPERINTENDENT Dr. Phinnize J. Fisher 864-241-3456

BOARD CHAIR Tommie Reece 864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
27	27	2	0	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Good	N/A
2002	Good	Unsatisfactory	N/A
2003	Excellent	Unsatisfactory	Yes
2004	Good	Unsatisfactory	Yes

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

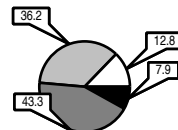
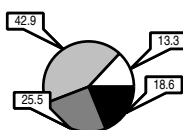
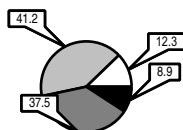
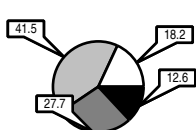
Percent of students tested in 2003-04 whose 2002-03 test scores were located.

65.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

Our School

Elementary Schools with Students like Ours



Mathematics

English/Language Arts

Mathematics

English/Language Arts

Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	351	100.0	12.3	41.2	37.5	8.9	60.3	Yes	Yes
Gender									
Male	185	100.0	15.2	45.6	31.0	8.2	52.0		
Female	166	100.0	9.1	36.4	44.8	9.7	69.5		
Racial/Ethnic Group									
White	243	100.0	9.3	37.6	41.2	11.9	65.5	Yes	Yes
African-American	85	100.0	21.5	46.8	30.4	1.3	44.3	Yes	Yes
Asian/Pacific Islanders	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	19	100.0	6.3	62.5	25.0	6.3	62.5	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	293	100.0	8.1	41.5	40.1	10.3	65.8		
Disabled	58	100.0	34.0	39.6	24.5	1.9	32.1	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	351	100.0	12.3	41.2	37.5	8.9	60.3		
English Proficiency									
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	345	100.0	12.5	40.8	37.9	8.8	59.6		
Socio-Economic Status									
Subsidized meals	116	100.0	21.0	50.0	26.0	3.0	48.0	Yes	Yes
Full-pay meals	235	100.0	8.4	37.3	42.7	11.6	65.8		

Mathematics - State Performance Objective = 15.5%									
All Students	351	100.0	18.2	41.5	27.7	12.6	55.7	Yes	Yes
Gender									
Male	185	100.0	17.5	43.9	25.1	13.5	54.4		
Female	166	100.0	18.8	39.0	30.5	11.7	57.1		
Racial/Ethnic Group									
White	243	100.0	12.4	44.2	26.1	17.3	61.1	Yes	Yes
African-American	85	100.0	32.9	40.5	26.6	0.0	39.2	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	19	100.0	25.0	12.5	50.0	12.5	62.5	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	293	100.0	12.9	44.1	29.0	14.0	59.9		
Disabled	58	100.0	45.3	28.3	20.8	5.7	34.0	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	351	100.0	18.2	41.5	27.7	12.6	55.7		
English Proficiency									
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	345	100.0	18.2	42.3	26.6	12.9	55.2		
Socio-Economic Status									
Subsidized meals	116	100.0	34.0	40.0	22.0	4.0	37.0	Yes	Yes
Full-pay meals	235	100.0	11.1	42.2	30.2	16.4	64.0		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	120	99.2	4.4	22.8	54.4	18.4	72.8
	Grade 4	129	97.7	7.9	38.6	50.9	2.6	53.5
	Grade 5	143	100.0	18.8	55.5	25.0	0.8	25.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	113	100.0	3.7	19.4	56.5	20.4	76.9
	Grade 4	116	100.0	13.5	45.9	33.3	7.2	40.5
	Grade 5	122	100.0	19.5	55.9	24.6	N/A	24.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	120	100.0	7.0	37.7	26.3	28.9	55.3
	Grade 4	129	100.0	5.3	50.0	28.9	15.8	44.7
	Grade 5	143	100.0	19.5	45.3	28.1	7.0	35.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	113	100.0	9.3	35.2	42.6	13.0	55.6
	Grade 4	116	100.0	22.5	45.9	22.5	9.0	31.5
	Grade 5	122	100.0	22.0	44.9	18.6	14.4	33.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 670)				
First graders who attended full-day kindergarten	100.0%	N/C	99.3%	100.0%
Retention rate	3.9%	Up from 1.9%	2.1%	2.7%
Attendance rate	96.7%	No change	96.6%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.7%		3.9%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	3.4%		3.2%	3.5%
Eligible for gifted and talented	29.1%	Up from 27.9%	23.7%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.1%	Down from 12.1%	7.2%	8.2%
Older than usual for grade	0.6%	Up from 0.4%	0.6%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 39)				
Teachers with advanced degrees	48.7%	Down from 50.0%	55.3%	51.4%
Continuing contract teachers	89.7%	Up from 84.1%	88.9%	87.5%
Highly qualified teachers**	94.4%	N/A	94.7%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	90.5%	Up from 88.4%	88.6%	86.7%
Teacher attendance rate	96.4%	Down from 98.7%	95.2%	94.9%
Average teacher salary	\$43,058	Up 3.8%	\$42,270	\$40,760
Prof. development days/teacher	11.1 days	Up from 7.6 days	10.5 days	12.4 days

School				
Principal's years at school	1.0	Up from 0.0	5.0	4.0
Student-teacher ratio in core subjects	21.1 to 1	Down from 22.6 to 1	20.1 to 1	18.9 to 1
Prime instructional time	92.0%	Down from 94.9%	90.8%	90.0%
Dollars spent per pupil*	\$4,779	Up 0.7%	\$5,683	\$6,044
Percent of expenditures for teacher salaries*	69.3%	Up from 68.8%	67.8%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.9%	Down from 100.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.2%	92.0%
Highly qualified teachers in high poverty schools**	93.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Stakeholders in the school community, including the School Improvement Council, the PTA Executive Board and the Curriculum Council, identified areas of focus for our School Strategic Action Plan. In alignment with the Greenville County School District Education Plan, targeted goals are: To increase the percent of students scoring proficient and advanced on PACT Mathematics in grades 3, 4 and 5; To increase the percent of students scoring proficient and advanced on PACT English/Language Arts in grades 3, 4 and 5; and Enhance parental and partnership involvement in activities related to curriculum standards. Character Education initiatives have become a fundamental part of our programs.

Numerous accomplishments show evidence that these goals are being addressed. Taylors Elementary School continues to exceed the district and state averages in all areas of testing on the Iowa Tests of Basic Skills and the Palmetto Achievement Challenge Tests. Tutoring is provided for all students who show weaknesses on any area of PACT. The introduction of an Extended Day Program reinforces South Carolina Curriculum Standards. For the fourth consecutive year, each teacher has developed a class syllabus to ensure all curriculum standards are taught during the academic year. New programs offered this year for our school community include: Coffee Chats and Dessert Dialogues with our principal, Bridging the Gap to Middle School, along with Frogs Count and Math Matters. PTA and SIC worked together to sponsor our first Silent Auction. Our PTA has received numerous state awards for parental involvement and our curriculum based programs, including Outstanding Unit and Parent Involvement Program of the Year. Our PTA has also received the National PTA Parent Involvement Schools of Excellence certification.

Our Strategic Plan remains an integral part of school life as stakeholders remain focused on a data-driven and research-based framework for enhancing student achievement. Construction is to be completed on our new school facility in 2005.

Vaughan E. Overman, Principal
Cheryl Marshall, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	41	102	35
Percent satisfied with learning environment	100.0%	96.0%	97.1%
Percent satisfied with social and physical environment	100.0%	92.2%	75.8%
Percent satisfied with home-school relations	100.0%	92.2%	87.9%

*Only students at the highest elementary school grade level at this school and their parents were included.